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ABSTRACT

A study was conducted at Evergreen Valley College (EVC) to examine the effects of remedial English and English as a Second Language (ESL) instruction on student persistence. All new fall 1982 day students without prior college experience (N=1,264) were divided into three groups: English students, ESL students, and students who took no placement test within two semesters of initial enrollment. The English and ESL students were further divided into remedial and nonremedial groups, and a group consisting of students who qualified for English or ESL but did not take these classes. The persistence of each student in each group was noted for four semesters from fall 1982 through spring 1984. Study findings included: (1) successful experience in reading and/or writing was one of the most significant factors related to persistence; (2) a high degree of personal/cultural support for educational goals appeared to be related to persistence; (3) nonsuccess in reading and/or writing was one of the most significant factors related to low persistence; (4) nonsuccess had more impact on remedial than nonremedial students; (5) students who completed both reading and writing courses tended to persist at greater rates than those who took reading or writing only; (6) remedial students persisted as well as successful nonremedial students when they experienced success and/or a high level of support for educational goals; (7) students who took no placement test and no English or ESL reading or writing courses persisted at one of the lowest rates of all the groups in the study; and (8) those who qualified for, but did not take English or ESL reading and/or writing courses had lower persistence rates than those who qualified for and took the courses. The study report includes a discussion of the policy implications of the findings. (Author/UCM)

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PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ENGLISH AND ENGLISH AS A SECOND LANGUAGE STUDENTS:

A LONGITUDINAL STUDY

BY JON ALAN KANGAS, PH.D. AND
NANCY REICHELDERFER, M.S.

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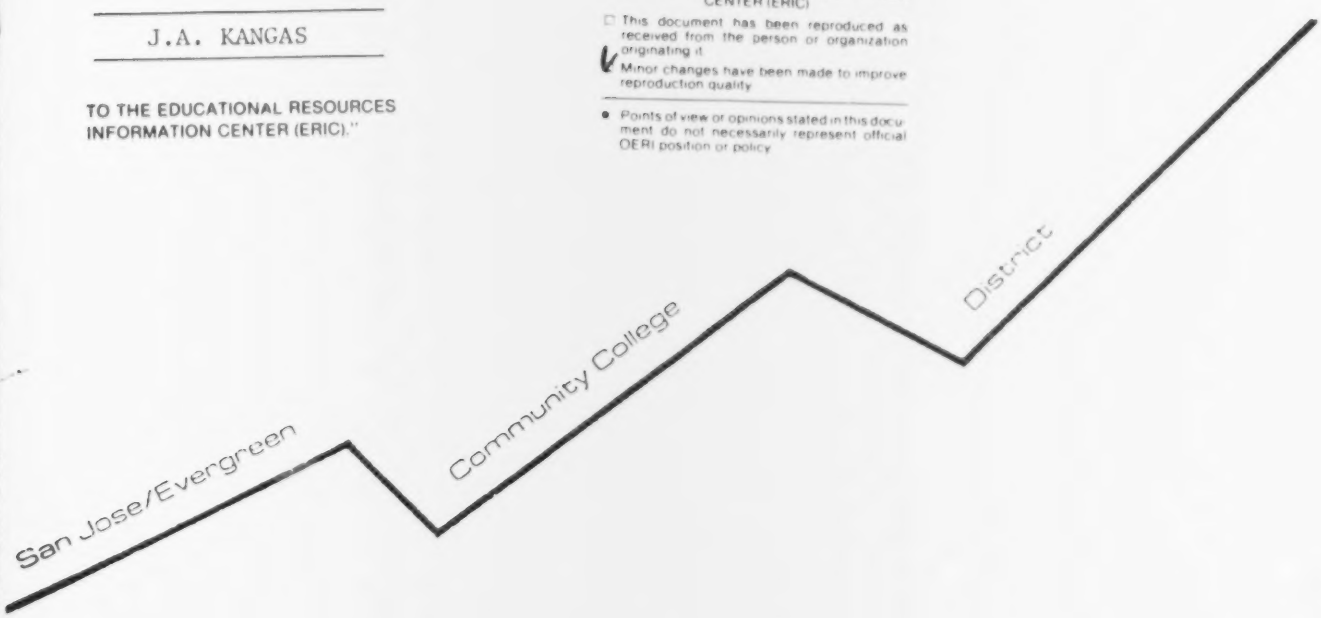

RESEARCH REPORT #65
9/15/87

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ABSTRACT

PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ENGLISH AND ENGLISH AS A SECOND LANGUAGE STUDENTS: A LONGITUDINAL STUDY

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SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT 9/15/87

Considerable doubt exists at local and state levels concerning the ability of remedial English and ESL students to benefit from college instruction and to persist with their education. Practical decisions must be made about the extent of resources to be expended in remedial education and about what levels of remedial education to offer in relationship to local adult education programs.

All new Fall 1982 day students at Evergreen Valley College without college experience (N = 1284) were divided into 3 groups: (1) English students, (2) ESL students, and (3) students who took no placement test and no English or ESL reading or writing courses within two semesters of initial enrollment.

The English and ESL groups were then divided into three groups: (1) remedial, (2) nonremedial, and (3) those who qualified for English or ESL but did not take English or ESL. Remedial and nonremedial groups were divided into those who were successful and nonsuccessful in their initial ESL or English courses.

The persistence of each student in each group was noted for each of four semesters from Fall 1982 through Spring 1984.

EIGHT MAJOR FINDINGS:

1. Success in reading and/or writing was one of the most significant factors related to persistence.
   -7 of the 8 highest persisting groups had initial successful experiences in reading and/or writing and 4th semester persistence rates of 28%-69%.

2. A high degree of personal/cultural support for educational goals appeared to be related to persistence.
   -91% of the ESL group had Asian surnames compared to 12% of the English group. This cultural group had an assumed high support of educational goals.
   -The top 3 persisting groups were ESL groups with 4th semester persistence rates of 53%-69%.
   -ESL students' 4th semester persistence was 49%, compared to 31% for English students.

3. Nonsuccess in reading and/or writing was one of the most significant factors related to low persistence.
   -11 of 11 (100%) of the "low" persisting groups had an initial nonsuccessful experience in reading and/or writing, their persistence ranged from 3% to 22%.
   -Even a single nonsuccessful experience in reading or writing had almost the same impact as two. Remedial ESL students, who failed at either reading or writing persisted at 19%, the same as those who failed at both.

4. Nonsuccess had more impact on remedial than nonremedial students.
   -Nonsuccessful nonremedial English and ESL students persisted at 19% and 40%, respectively. Nonsuccessful remedial English and ESL students persisted at 10% and 18%, respectively.

5. Students who completed both reading and writing tended to persist at greater rates than those who took reading or writing only.
   -For example, English students who completed both reading and writing persisted at a rate of 41%, reading-only at 27% and writing-only at 36%.

6. Remedial students persisted as well as successful nonremedial students when accompanied by success and/or high support for educational goals.
   -All successful remedial English and ESL groups with N's more than 10 were included among the "high" persisting groups with 4th semester persistence rates ranging from 28%-69%. Successful nonremedial groups' persistence ranged from 37%-53%.

7. Students who took no placement test and no English or ESL reading or writing courses persisted at one of the lowest rates of all the groups in the study, 11% at the end if the 4th semester.
   -Specific, time-limited educational goals were assumed to relate to this low persistence rate over 4 semesters.

8. Those who qualified for, but did not take, English or ESL reading and/or writing courses did not persist as well as those who qualified for and took them.
   -Those who qualified for and did not take English or ESL reading or writing courses persisted at 16% and 33%, respectively. Those who qualified for and took English and ESL persisted at 31% and 49%, respectively.

SEVERAL POLICY IMPLICATIONS WERE DERIVED FROM THE RESEARCH RESULTS, FOUR OF WHICH ARE:

1. Since remedial ESL students can persist at very high rates in a college setting, very careful consideration should be given before delegating remedial ESL education to adult education.

2. Since failure in remedial reading and/or writing classes appears to have a devastating impact on students, and since these courses have the highest concentration of educationally disadvantaged and ethnic minorities, every effort should be made to insure remedial students' success.

3. Hiring practices, personal support for educational goals, and role models are elements that can directly contribute to success and should be an integral part of an institution's program for success for remedial students.

4. Remedial education designed to insure student success will cost more money than traditional courses but is recommended as a critical arena in which to invest in social equality.

PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ENGLISH AND ENGLISH AS A SECOND LANGUAGE STUDENTS: A LONGITUDINAL STUDY

I. BACKGROUND

A. Debate within the San Jose/Evergreen Community College District, reports from the Mission Commission for California Community Colleges, and concerns expressed by the California Post Secondary Education Commission and legislators have raised many questions about remedial courses and students:

1. Do remedial students persist in their coursework?
2. Do remedial students benefit from remedial coursework?
3. Do remedial students go on to take college level work?
4. Should colleges have an academic floor and send students below that floor to adult education?
5. Is there a viable return from the dollars invested in remedial education?
6. Should the proportion of district resources going to support remedial courses be limited?
7. Since there is very little campus data on remedial students, should they be supported?

B. The current study was undertaken to begin to provide data for an initial response to many of these questions and especially to aid the San Jose/Evergreen Community College District in making some practical decisions about the extent of remedial offerings provided and whether to have the lowest levels of remedial courses taught by adult education.

It was recognized that several variables needed to be studied to develop a full picture of what remedial students do over time in a college setting. This study explores only one of many important variables. Further modules are planned to study other variables such as units attempted, units completed, GPA, etc.

II. METHODOLOGY

A. Subjects

All new Fall 1982 Evergreen Valley College (EVC) day students without college experience were selected.

The sample was 1,264 students.

B. Groups

The sample was divided into the following groups:

English Students

- Reading (took reading only within the first two semesters)
- Writing (took writing only within the first two semesters)
- Reading and Writing (took both courses within the first two semesters)
- Qualified for, but did not take, English reading or writing within the first two semesters

English as a Second Language (ESL) students

- Reading (took reading only within the first two semesters)
- Writing (took writing only within the first two semesters)
- Reading and Writing (took both courses within the first two semesters)
- Qualified for, but did not take, ESL reading or writing within the first two semesters

Took no test and took no English or ESL reading or writing within the first two semesters

Each of the previous groups was further divided into

Remedial Students (took reading and/or writing course(s) two or more levels below ESL and English 1A)

Successful remedial students

Nonsuccessful remedial students

Nonremedial Students (took ESL or English 1A and/or reading and/or writing courses one level below 1A)

Successful nonremedial students

Nonsuccessful nonremedial students

C. Data Collected

1. Data was collected over 4 semesters

Fall 1982

Spring 1983

Fall 1983

Spring 1984

2. The persistence rate of each student was tabulated.

Persistence was defined as the successful completion of any units during a semester.

III. GLOSSARY OF TERMS AND ABBREVIATIONS

The following glossary of terms and abbreviations will be helpful in reading the graphs and tables in the report.

Term	Definition
Eng student	-Student who took an English reading and/or writing course within 2 semesters of initial enrollment
ESL Student	-Student who took an English as a Second Language reading and/or writing course within 2 semesters of initial enrollment
New Student	-Student who enrolled at EVC with no college experience
No Test, No Tak	-Student who did not take a placement test or an English or ESL reading or writing course within 2 semesters of initial enrollment
Non Suc R or W	-Student who took reading and writing courses within 2 semesters of initial enrollment and failed at one or the other
Nonremedial (non rem)	-Courses parallel to, or one level below, ESL or English 1A
Nonsuccessful (non suc)	-Student received a grade of other than A, B, C, or CR in reading and/or writing within 2 semesters of initial enrollment
Persistence	-Successful completion of 1/2 or more units
Qual no Tak	-Student who took a placement test and did not take English or ESL reading or writing within 2 semesters of initial enrollment
Read & Write (R & W)	-Student who took both reading and writing within the first 2 semesters of initial enrollment
Read (R)	-Student took a reading class but not a writing class within 2 semesters of initial enrollment
Remedial (rem)	-Courses two or more levels below ESL or English 1A
Successful (suc)	-Student received a grade of A, B, C, or CR
Write (W)	-Student took a writing class but not a reading class within 2 semesters of initial enrollment

IV. EVC ENGLISH AND ESL COURSE STRUCTURE

The following list indicates the structure of ESL and English courses taught at EVC for Fall 1982.

STRUCTURE OF ENGLISH AND ESL COURSES FOR FALL 1982

	ESL		ENGLISH	
	READING	WRITING	READING	WRITING
ENGLISH 1A		1A		1A
1 LEVEL BELOW 1A	95	92		92
2 LEVELS BELOW 1A	111	110	102*	330**
3 LEVELS BELOW 1A	121	120	322	330
4 LEVELS BELOW 1A	301	300	321	330**

* This course has since been restructured to be parallel to English 92.
**This course has since been restructured to be parallel to English 322.

V. PERSISTENCE BY PROGRAM

A. Background

1. When a student enters Evergreen Valley College (EVC) and qualifies for an English or ESL program, how well does the institution educate and motivate this student?

2. New students attending EVC typically:

   a. Take an English placement test and enroll in English courses.
   b. Take an ESL placement test and enroll in ESL courses.
   c. Take a test, qualify for an ESL or English program, and take no classes from the programs.
   d. Take no test and no English or ESL courses.

B. Question

How did the persistence rates of all students who qualified for English or ESL (whether or not they actually took the course(s)) compare with each other and with the persistence rates of students who took no placement test and no English or ESL courses?

C. Results

TABLE 1

PERSISTENCE RATES OF STUDENTS

WHO QUALIFIED FOR AND TOOK ESL OR ENGLISH,

WHO QUALIFIED FOR AND DID NOT TAKE ESL OR ENGLISH,

AND WHO TOOK NO PLACEMENT TEST AND NO ENGLISH OR ESL

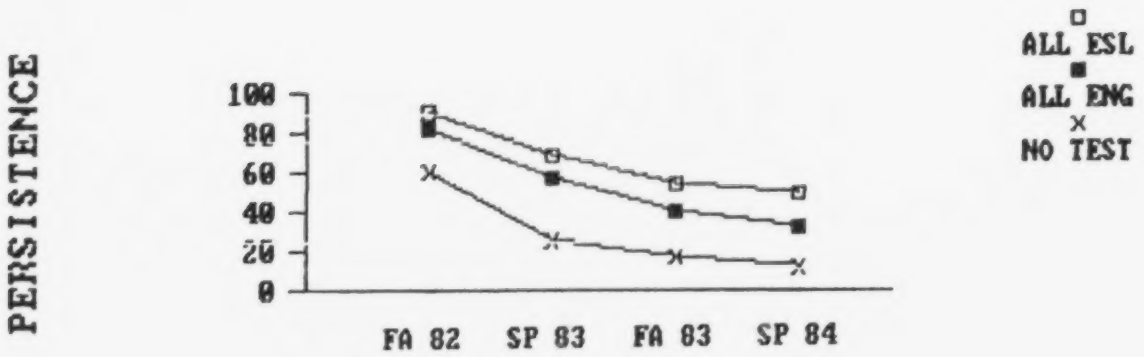
GRP	N	F82 N	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
ESL R TOTAL	10	9	90	6	60	5	50	6	60
ESL W TOTAL	53	46	87	37	70	27	51	24	45
ESL R&W TOTAL	96	90	94	72	75	53	55	53	55
ESL R OR W TOTAL	20	20	100	11	55	12	60	5	25
QUAL NO TAKE ESL	6	4	67	2	33	3	50	2	33
ESL TOTAL	185	169	91	128	69	100	54	90	49
ENG R TOTAL	41	32	78	13	32	10	24	11	27
ENG W TOTAL	424	373	88	281	66	207	49	154	36
ENG R&W TOTAL	152	143	94	106	70	70	46	62	41
ENG R OR W TOTAL	53	52	98	38	72	16	30	9	17
QUAL NO TAKE ENG	208	122	59	66	32	49	24	33	16
ENG TOTAL	878	722	82	504	57	352	40	269	31
NO TEST NO TAKE ENG OR ESL	201	122	61	51	25	32	16	22	11
TOTAL SAMPLE	1264	1013	80	683	54	484	38	381	30

GRAPH 1

PERSISTENCE RATES OF ESL AND

ENGLISH GROUPS AND THOSE WHO TOOK NO PLACEMENT TEST

AND NO ESL OR ENGLISH



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
ESL TOTAL	91%	49%
ENG TOTAL	82%	31%
NO TEST, NO TAKE	61%	11%

2. Comments

-Students who entered EVC as ESL students completed their first semester at a higher rate (91%) than either those entering as English students (82%) or those who took no placement test, and no English or ESL reading or writing course (61%).

-ESL students also persisted at a higher rate (49%) at the end of 4 semesters than those taking English (31%) or those who took no placement test and no English or ESL course (11%).

-Within the ESL group, the students who qualified for and took ESL course(s) persisted at a higher rate (49%) than those who qualified for but did not take ESL (33%, N=6).

The same relationship holds true within English at 35% to 16%.

-ESL students completing both reading and writing completed their first semester at a slightly higher rate (94%) than those who took only ESL reading (90%) or only ESL writing (87%).

The same relationship exists in English with English reading and writing students (94%), reading students (78%), and writing students (88%).

This pattern does not hold up over four semesters.

VI. PERSISTENCE BY REMEDIAL AND NONREMEDIAL ESL STUDENTS

A. Background

1. Title 5 defined nonremedial courses as English and ESL 1A and courses one level below, i.e., English and ESL 92 and ESL 95 at EVC.

   Courses more than one level below English and ESL 1A were defined as remedial and since have been renamed "precollegiate basic skills courses."

2. There is limited data demonstrating that remedial students enter college and use college resources well.

   Many legislators have questioned the practice of spending money on remedial students in the absence of very much data to indicate that these students do more than enter college, take a few courses, and leave.

3. In the recent review of the community college mission, the question continued to be raised as to whether remedial students should be taught in the arena of adult education rather than the community college.

B. Question

How do the persistence rates of remedial ESL students compare with the persistence rates of nonremedial ESL students?

C. Results

TABLE 2

PERSISTENCE RATES OF REMEDIAL AND NONREMEDIAL ESL STUDENTS

GRP	N	F82	N	F82%	S83	N	S83%	F83	N	F83%	S84	N	S84%
REM R TOTAL	10	9	90	6	60	5	50	6	60				
REM W TOTAL	25	18	72	16	64	12	48	11	44				
REM R&W TOTAL	91	85	93	69	76	50	55	49	54				
REM R OR W TOTAL*	16	16	100	8	50	9	56	3	19				
REM TOTAL	142	128	90	99	70	76	54	69	49				
NON REM R**													
NON REM W TOTAL	28	28	100	21	75	15	54	13	46				
NON REM R&W TOTAL***	5	5	100	3	60	3	60	4	80				
NON REM R OR W TOTAL****	4	4	100	3	75	3	75	2	50				
NON REM TOTAL	37	37	100	27	73	21	57	19	51				

* Students took both remedial reading and writing and did not succeed at one or the other

** No student took a nonremedial reading course within 2 semesters of initial enrollment

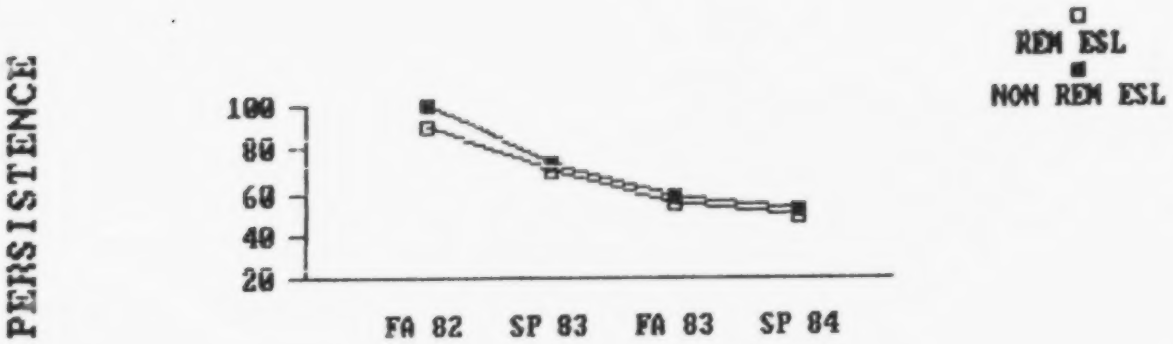
*** Students took nonremedial writing and remedial reading courses

**** Students took nonremedial writing and remedial reading courses and did not succeed at one or the other

GRAPH 2

PERSISTENCE RATES OF REMEDIAL AND

NONREMEDIAL ESL STUDENTS



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
REM ESL TOTAL	90%	49%
NON REM ESL TOTAL	100%	51%

2. Comments

-Remedial ESL students did not complete their 1st semester at as high a rate (90%) as nonremedial ESL students (100%). Their relationship was almost identical at the end of 4 semesters (49% to 51%).

-Remedial ESL students who took both reading and writing completed their 4th semester at a lower rate (54%, N=91) than those who took only reading (60%; N=10) but higher than those who took only writing (44%; N=25).

-More significant, however, is the finding that ESL students who took both reading and writing but failed at either, only persisted at a rate of 19% (N=16) at the end of 4 semesters. The persistence rate of those remedial students who took and succeeded at both reading and writing was 61% (N=75), Table 6.

-Nonremedial ESL students who took both reading and writing persisted at a higher rate at the end of 4 semesters (80%, N=5) than those who took writing only (46%, N=28) and higher than those who took both reading and writing and failed at one or the other (50%, N=4).

-Nonsuccess did not impact the persistence rate of the nonremedial ESL reading or writing group at the end of 4 semesters (50%) as much as it did the remedial reading or writing group (19%).

VII. PERSISTENCE BY REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS

A. Background

1. Title 5 defined nonremedial courses as English and ESL 1A and courses one level below, i.e., English and ESL 92 and ESL 95 at EVC.

   Courses more than one level below English and ESL 1A were defined as remedial and since have been renamed "precollegiate basic skills courses."

2. There is limited data demonstrating that remedial students enter college and use college resources well.

   Many legislators have questioned the practice of spending money on remedial students in the absence of very much data to indicate that these students do more than enter college, take a few courses, and leave.

3. In the recent review of the community college mission, the question continued to be raised as to whether remedial students should be taught in the arena of adult education rather than the community college.

B. Question

How do the persistence rates of remedial English students compare with the persistence rates of nonremedial English students?

C. Results

TABLE 3

PERSISTENCE RATES OF REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS

GRP	N	F82 N	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
REM R TOTAL	41	32	78	13	32	10	24	11	27
REM W TOTAL	107	93	87	66	62	39	36	22	21
REM R&W TOTAL	139	131	94	95	68	63	45	55	40
REM R OR W TOTAL*	48	47	98	33	69	15	31	7	15
REM TOTAL	335	303	90	207	62	127	38	95	28
NON REM R**									
NON REM W TOTAL	317	280	88	215	68	168	53	132	42
NON REM R&W TOTAL***	13	12	92	11	85	7	54	7	54
NON REM R OR W TOTAL****	5	5	100	5	100	1	20	2	40
NON REM TOTAL	335	297	89	231	69	176	53	141	42

* Students who took both remedial reading and writing and did not succeed at one or the other

** No students took a nonremedial reading course within 2 semesters of initial enrollment

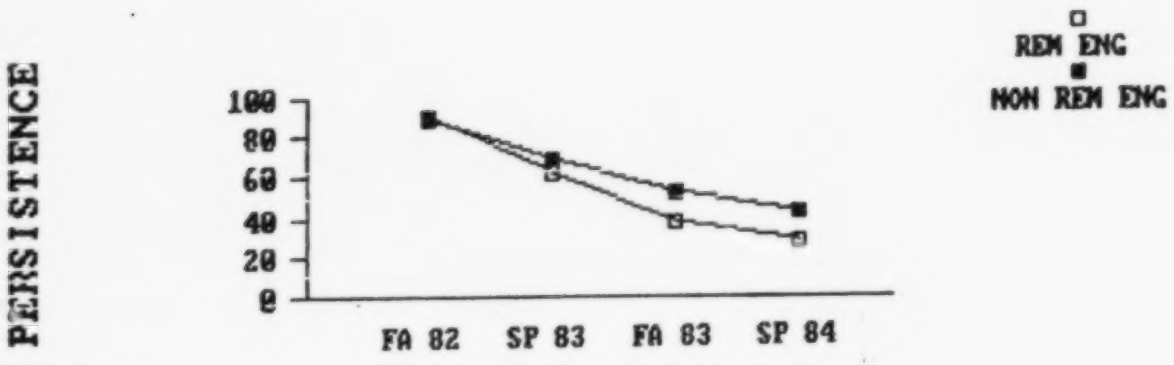
*** Students took nonremedial writing and remedial reading courses

**** Students took nonremedial writing and remedial reading courses and did not succeed at one or the other

GRAPH 3

PERSISTENCE RATES OF REMEDIAL AND NONREMEDIAL

ENGLISH STUDENTS



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
REM ENG TOTAL	90%	28%
NON REM ENG TOTAL	89%	42%

2. Comments

-At the end of 4 semesters, remedial English students persisted at a lower rate (28%) than those who began with nonremedial English (42%).

-Remedial English students who took both reading and writing completed their 1st semester at a higher rate (94%) than those who took reading only (78%) or writing only (87%). The relationship did not continue through the 4th semester where reading and writing persistence was 40%, reading was 27% and writing was 21%.

-Nonremedial reading and writing students completed their first semester persisting at 92% compared to 88% for those completing writing only. At the end of 4 semesters, the relationship was 54% to 42%.

-More significant, however, was the finding that remedial English students who took both reading and writing but failed at either, persisted at a rate of 15% at the end of 4 semesters, while those who took and succeeded at both reading and writing persisted at a rate of 50% (Table 10). Those who failed both reading and writing persisted at a low 3% (Table 10).

-Nonremedial English students who took both remedial reading and nonremedial writing, but failed at either, persisted at a rate of 40% (N=5) at the end of 4 semesters while those who succeeded at both remedial reading and nonremedial writing persisted at a rate of 60%, N=10 (Table 11). Those who failed both remedial reading and nonremedial writing persisted at a 33% rate, N=3 (Table 11).

-As with ESL, failure had a greater impact on remedial English students than on nonremedial English students.

VIII. PERSISTENCE BY REMEDIAL AND NONREMEDIAL ESL STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ESL AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ESL OR ENGLISH COURSES

A. Background

1. In the absence of control groups, comparisons with other groups can help provide perspective on the relative performance of a particular group.

   Remedial and nonremedial groups can, for example, be compared with those who took an ESL placement test and did not take an ESL or English reading or writing course. They can also be compared with those who took no placement test and no English or ESL reading or writing courses.

2. Even though students who did not take a placement test were apt to have different educational goals than those who took a placement test, there is some thought that students who are given more thorough assessment and individual attention upon entering college will do better than those who are not.

B. Questions

How did remedial and nonremedial ESL students persist compared with students who qualified for ESL by taking a placement test (but took no ESL courses) and with those who took no placement test and no ESL or English reading or writing course(s)?

In particular, do students who took no placement test and no ESL or English reading or writing courses persist at a lower rate than those who were assessed and took an ESL course, or at a lower rate than those who were assessed but took no ESL course(s)?

C. Results

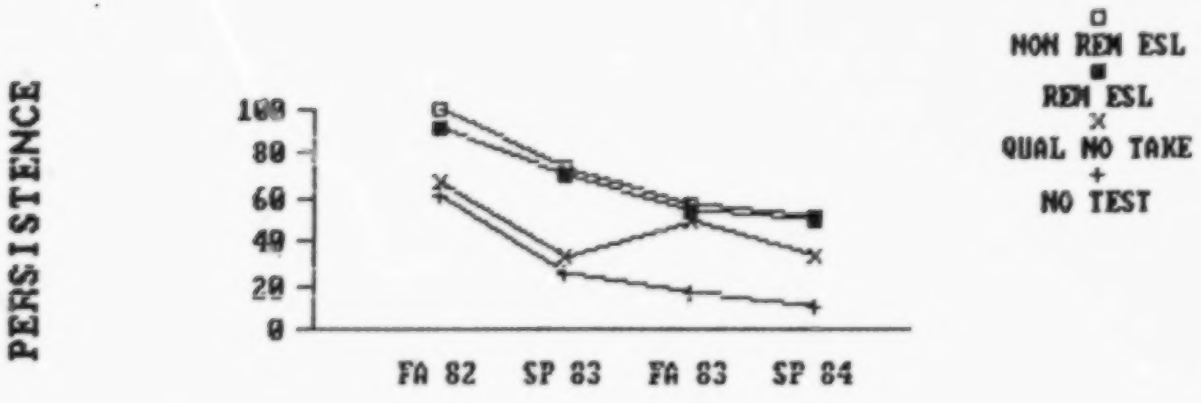
TABLE 4

PERSISTENCE RATES OF REMEDIAL AND NONREMEDIAL ESL STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ESL AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ESL OR ENGLISH COURSE

GRP	N	F82 N	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
REM ESL TOTAL	142	128	90	99	70	76	54	69	49
NON REM ESL TOTAL	37	37	100	27	73	21	57	19	51
QUAL NO TAKE	6	4	67	2	33	3	50	2	33
ESL TOTAL	185	169	91	128	69	100	54	90	49
NO TEST NO TAKE	201	122	61	51	25	32	16	22	11

GRAPH 4

PERSISTENCE RATES OF REMEDIAL AND NONREMEDIAL ESL STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ESL AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ESL OR ENGLISH COURSE



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
NON REM ESL	100%	51%
REM ESL TOTAL	90%	49%
ESL TOTAL	91%	49%
QUAL NO TAKE	67%	33%
NO TEST NO TAKE	61%	11%

2. Comments

-Both remedial and nonremedial ESL students completed their first semester at higher rates (90% and 100%) than those who qualified for but did not take ESL courses (67%)(N=6) and those who took no placement test or ESL courses (61%).

-Both remedial and nonremedial ESL students completed their 4th semester at higher rates (49% and 51%) than those who qualified for but did not take ESL courses (33%) (N=6) and those who took no placement test or ESL courses (11%).

-It would appear that the group of students who initially took a placement test, but then opted to not to take ESL or English courses were a high risk group for both ESL and English, persisting, respectively, at 33% (N=6) and 16% (N=208) (Table 5) at the end of 4 semesters.

IX. PERSISTENCE BY REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ENGLISH AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ENGLISH OR ESL COURSES

A. Background

1. In the absence of control groups, comparisons with other groups can help provide perspective on the relative performance of a particular group.

   Remedial and nonremedial groups can, for example, be compared with those who took an English placement test and did not take an ESL or English reading or writing course. They can also be compared with those who took no placement test and no English or ESL reading or writing courses.

2. Even though students who did not take a placement test were apt to have different educational goals than those who took a placement test, there is some thought that students who are given more thorough assessment and individual attention upon entering college will do better than those who are not.

B. Questions

How did remedial and nonremedial English students persist compared with students who qualified for English by taking a placement test (but took no English course) and with those who took no placement test and no English or ESL reading or writing course(s)?

In particular, do students taking no placement test and no ESL or English reading or writing courses persist at a lower rate than those who were assessed and took an English course, or at a lower rate than those who were assessed but took no English courses?

C. Results

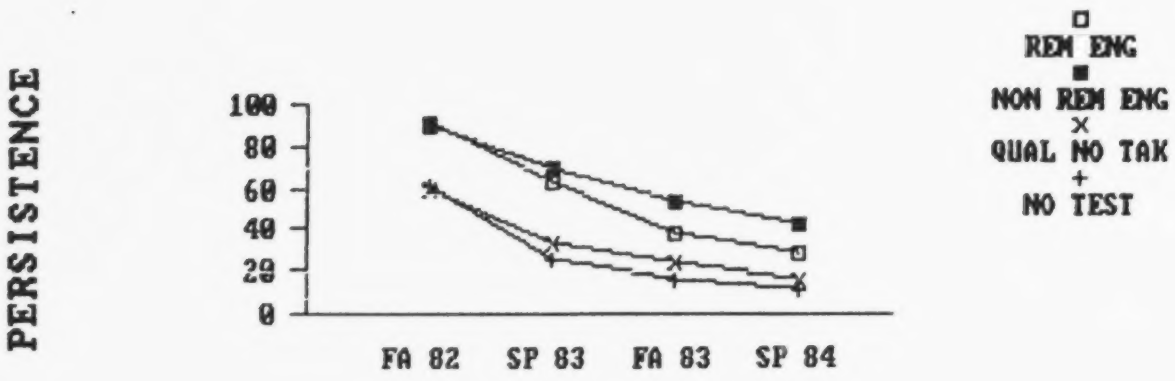
TABLE 5

PERSISTENCE RATES OF REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ENGLISH AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ENGLISH OR ESL COURSE

GRP	N	F82 N	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
REM ENG TOTAL	335	303	90	207	62	127	38	95	28
NON REM ENG TOTAL	335	297	89	231	69	176	53	141	42
QUAL NO TAKE	208	122	59	66	32	49	24	33	16
ENG TOTAL	878	722	82	504	57	352	40	269	31
NO TEST NO TAKE	201	122	61	51	25	32	16	22	11

GRAPH 5

PERSISTENCE RATES OF REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ENGLISH AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ENGLISH OR ESL COURSE



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
REM ENG TOTAL	90%	28%
NON REM ENG TOTAL	89%	42%
QUAL NO TAKE	59%	16%
ENG TOTAL	82%	31%
NO TEST NO TAKE	61%	11%

2. Comments

-Both remedial and nonremedial English students completed their first semester at higher rates (90% and 89%) than those who qualified for but did not take English courses (59%) and those who took no placement test or English or ESL courses (61%).

-Both remedial and nonremedial English students completed their 4th semester at higher rates (28% and 42%) than those who qualified for but did not take English courses (16%) and those who took no placement test or English or ESL courses (11%).

-It would appear that the group of students who initially took a placement test, but then opted not to take ESL or English courses were a high risk group for both ESL and English, persisting, respectively, at 33% (N=6) (Table 4) and 16% (N=208) at the end of 4 semesters.

X. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL ESL STUDENTS

A. Background

Research on remedial students has often been criticized because there has been no differentiation between students who have succeeded and not succeeded in their remedial courses.

The argument is that the best measure of the effectiveness of remedial instruction is through the follow up of students who have successfully completed their remedial instruction. Success in this study is defined as receiving a grade of A, B, C, or CR.

B. Question

Did remedial ESL students who were successful in reading and/or writing persist at higher rates than those who were not successful?

C. Results

TABLE 6

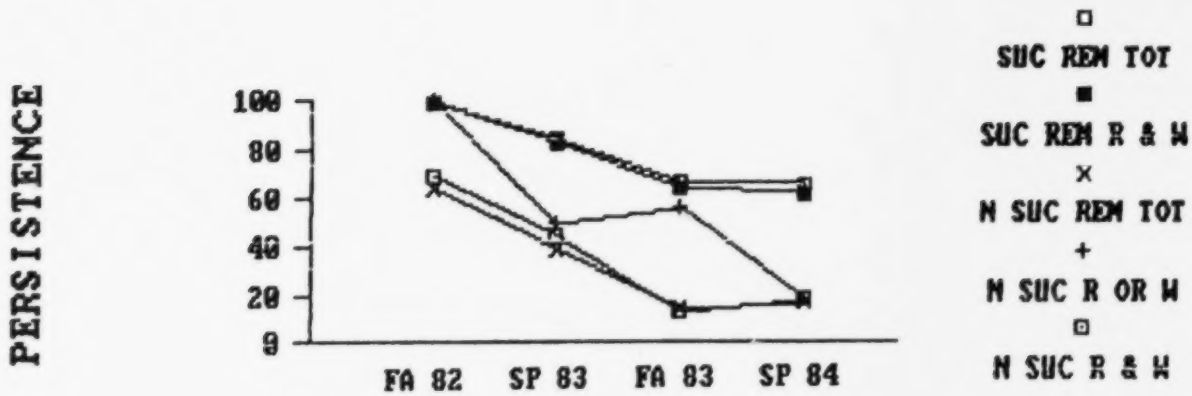
PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL REMEDIAL ESL STUDENTS

GRP	N	F82	N	F82%	S83	N	S83%	F83	N	F83%	S84	N	S84 %
SUC REM R	5		5	100		4	80		4	80		5	100
SUC REM W	13		12	92		12	92		10	77		9	69
SUC REM R&W	75		74	99		62	83		48	64		46	61
SUC REM TOTAL	93		91	98		78	84		62	67		60	65
NON SUC REM R	5		4	80		2	40		1	20		1	20
NON SUC REM W	12		6	50		4	33		2	17		2	17
NON SUC REM R&W	16		11	69		7	44		2	13		3	19
NON SUC REM W & SUC R	11		11	100		6	55		7	64		1	9
NON SUC REM R & SUC REM W	5		5	100		2	40		2	40		2	40
NON SUC REM R OR W TOTAL	16		16	100		8	50		9	56		3	19
NON SUC REM TOTAL	49		37	76		21	43		14	29		9	18

GRAPH 6

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL

REMEDIAL ESL STUDENTS



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC REM ESL TOTAL	98%	65%
SUC REM R&W	99%	61%
NON SUC REM R OR REM W TOTAL	100%	19%
NON SUC R & W	69%	19%
NON SUC REM ESL TOT	76%	18%

2. Comments

-Successful remedial ESL students completed their first semester at a higher rate (98%) than those who were nonsuccessful (76%).

-At the end of 4 semesters, successful remedial ESL students persisted at a higher rate (65%) than those who were nonsuccessful (18%).

-It is significant to note that remedial ESL students who took reading and writing and failed only one of the two courses persisted at 19%, the same rate as those who failed both reading and writing.

XI. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL NONREMEDIAL ESL STUDENTS

A. Background

1. It is often assumed that the nonremedial student is the "best" student entering a college. It can be said that they do, as a group, have the best basic skills in English.

2. The old cliché is that "nothing succeeds like success".

3. Success in reading and/or writing is a very important factor in the persistence of remedial students. Is it as important for the nonremedial student?

B. Question

Do nonremedial ESL students who initially succeed in reading and/or writing persist at a higher rate than those who do not?

C. Results

TABLE 7

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL NONREMEDIAL ESL STUDENTS

GRP	N F82	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
SUC NON REM R*								
SUC NON REM W	17	17 100	14	82	11	65	9	53
SUC NON REM R&W**	5	5 100	3	60	3	60	4	80
SUC NON REM TOTAL	22	22 100	17	77	14	64	13	59
NON SUC NON REM R*								
NON SUC NON REM W	11	11 100	7	64	4	36	4	36
NON SUC NON REM R&W*								
NON SUC NON REM W & SUC REM R	2	2 100	1	50	1	50	0	0
NON SUC REM R & SUC NON REM W	2	2 100	2	100	2	100	2	100
NON SUC NONREM R OR W TOTAL**	4	4 100	3	75	3	75	2	50
NON SUC NON REM TOTAL	15	15 100	10	67	7	47	6	40

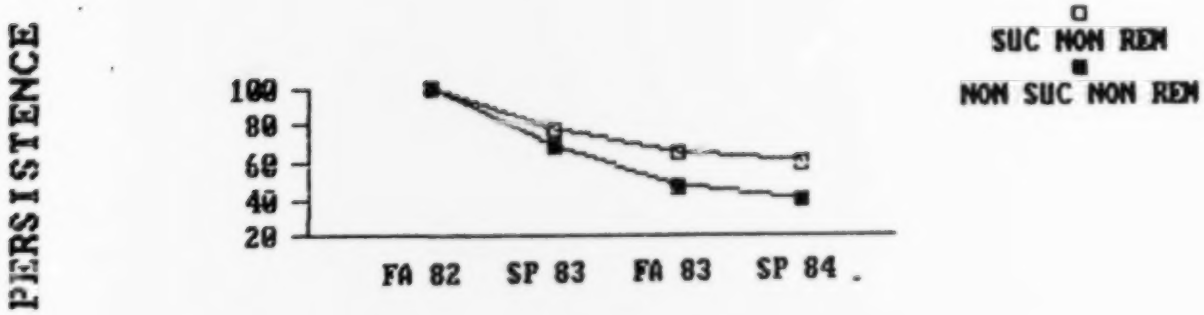
* No students were in this group

** The nonremedial writing students took a remedial reading course

GRAPH 7

PERSISTENCE RATES FOR SUCCESSFUL AND NONSUCCESSFUL

NONREMEDIAL ESL STUDENTS



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC NON REM ESL TOTAL	100%	59%
NON SUC NON REM ESL TOTAL	100%	40%

2. Comments

-As with successful remedial ESL students, successful nonremedial ESL students persisted at a higher rate at the end of 4 semesters (59%) than nonsuccessful nonremedial ESL students (40%).

-Successful nonremedial writing and remedial reading ESL students persisted over 4 semesters at a higher rate (80%) than those who were successful at nonremedial writing only (53%). With N's of 5 and 17 no firm conclusions could be drawn from the data.

XII. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ESL STUDENTS

A. Background

Remedial students typically enter college with many other handicaps in addition to lack of basic skills, e.g., economic disadvantages, transportation difficulties, limited exposure to English spoken frequently and correctly. This is especially true of the student for whom English is a second language.

Poor previous school performance is not uncommon. Lack of previous successes is often assumed to result in lack of self-confidence in relationship to school performance.

With this assumed initial lack of self-confidence, does an additional experience of nonsuccess in an initial ESL course have greater impact on remedial students than nonremedial students who are assumed to be somewhat more self-assured?

B. Question

Do nonremedial ESL students persist at a higher rate than remedial ESL students after an initial nonsuccessful experience in an ESL course?

C. Results

TABLE 8

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL

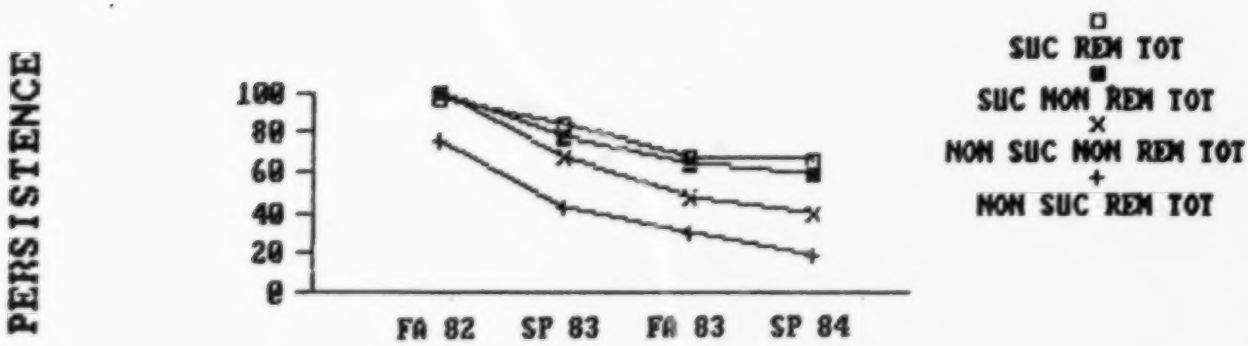
REMEDIAL AND NONREMEDIAL ESL STUDENTS

GRP	N	F82 N	F82%	S83 N	S83%	F 83 N	F83%	S84 N	S84%
SUC REM TOTAL	93	91	98	78	84	62	67	60	65
NON SUC REM TOTAL	49	37	76	21	43	14	29	9	18
SUC NON REM TOTAL	22	22	100	17	77	14	64	13	59
NON SUC NON REM TOTAL	15	15	100	10	67	7	47	6	40

GRAPH 8

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL

REMEDIAL AND NONREMEDIAL ESL STUDENTS



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC REM ESL TOTAL	98%	65%
SUC NON REM ESL TOTAL	100%	59%
NON SUC NON REM ESL TOTAL	100%	40%
NON SUC REM ESL TOTAL	76%	18%

2. Comments

-ESL remedial and nonremedial students who initially succeeded persisted at the end of 4 semesters at higher rates (65% and 59%) than nonsuccessful remedial and nonremedial ESL students (18% and 40%).

-Nonsuccess takes a toll on both remedial and nonremedial students but impacts remedial students even more than nonremedial students.

XIII. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ESL STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ESL AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ESL OR ENGLISH COURSE

A. Background

1. The persistence rates of successful and nonsuccessful remedial and nonremedial ESL students have been presented.

2. Some students qualified for ESL courses and did not take a reading or writing course within two semesters of initial enrollment.

3. Many students came to EVC and did not take a placement test or ESL or English reading and/or writing course(s). These were students who may have taken limited units, especially in areas not requiring prerequisites. They may have also had a very focused goal, such as word processing, real estate, or computer programming.

B. Questions

Did students who qualified for but did not take ESL persist at a different rate than those who took an initial ESL course?

As an additional comparison, how did these groups compare with those who did not take a placement test or an ESL or English reading or writing course?

C. Results

TABLE 9

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ESL STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ESL AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ESL OR ENGLISH COURSE

GRP	N	F82 N	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
SUC REM TOTAL	93	91	98	78	84	62	67	60	65
NON SUC REM TOTAL	49	37	76	21	43	14	29	9	18
SUC NON REM TOTAL	22	22	100	17	77	14	64	13	59
NON SUC NON REM TOTAL	15	15	100	10	67	7	47	6	40
QUAL NO TAKE ESL	6	4	67	2	33	3	50	2	33
ESL TOTAL	185	169	91	128	69	100	54	90	49
NO TEST NO TAKE	201	122	61	51	25	32	16	22	11

D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC REM ESL TOTAL	98%	65%
SUC NON REM ESL TOTAL	100%	59%
NON SUC NON REM ESL TOTAL	100%	40%
QUAL NO TAKE ESL	67%	33%
NON SUC REM ESL TOTAL	76%	18%
NO TEST, NO TAKE	61%	11%

2. Comments

-Successful remedial and nonremedial ESL students persisted at rates of 65% and 59% at the end of 4 semesters.

-It appears that it is better to not take ESL courses (33% persistence rate at the end of 4 semesters N=6) than to take a remedial ESL course and fail (18% persistence rate at the end of 4 semesters).

-Those who did not take a placement test or an ESL or English reading or writing course persisted at an even lower rate of 11%.

XIV. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL ENGLISH STUDENTS

A. Background

Research on remedial students has often been criticized because there has been no differentiation between students who have succeeded and not succeeded in their remedial courses.

The argument is that the best measure of the effectiveness of remedial instruction is through the follow up of students who have successfully completed their remedial instruction. Success in this study is defined as receiving a grade of A, B, C, or CR.

B. Question

Did remedial English students who were successful in reading and/or writing persist at higher rates than those who were not successful?

C. Results

TABLE 10

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL

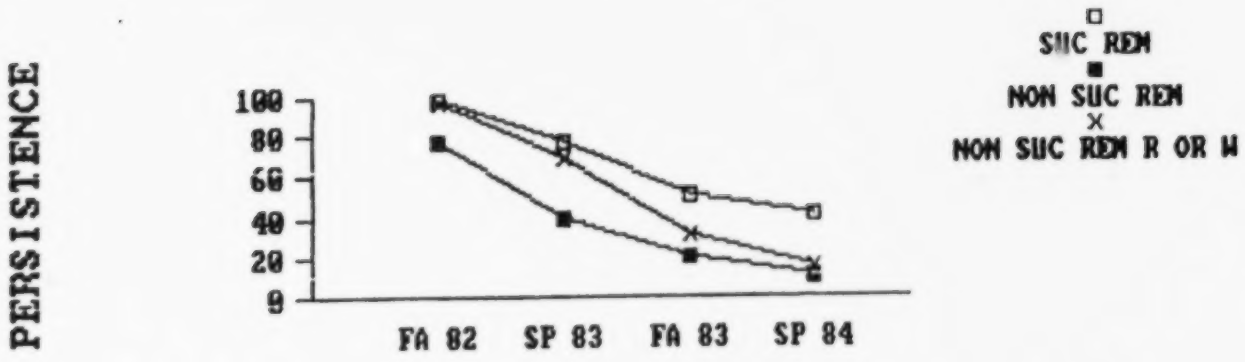
REMEDIAL ENGLISH STUDENTS

GRP	N	F82	N	F82%	S83	N	S83%	F83	N	F83%	S84	N	S84%
SUC REM R	19	19	100	9	47	7	37	7	37
SUC REM W	72	72	100	59	82	35	49	20	28
SUC REM R&W	108	107	99	85	79	59	55	54	50
SUC REM TOTAL	199	198	99	153	77	101	51	81	41
NON SUC REM R	22	13	59	4	18	3	14	4	18
NON SUC REM W	35	21	60	7	20	4	11	2	6
NON SUC REM R&W	31	24	77	10	32	4	13	1	3
NON SUC REM W & SUC R	27	26	96	21	78	12	44	6	22
NON SUC REM RD & SUC W	21	21	100	12	57	3	14	1	5
NON SUC REM R OR W TOTAL	48	47	98	33	69	15	31	7	15
NON SUC REM TOTAL	136	105	77	54	40	26	19	14	10

GRAPH 10*

PERSISTENCE RATES OF SUCCESSFUL AND

NONSUCCESSFUL REMEDIAL ENGLISH STUDENTS



*There is no Graph 9. Each graph number corresponds to the Table from which the data is derived.

D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC REM ENG TOTAL	99%	41%
NON SUC REM ENG TOTAL	77%	10%
NON SUC REM ENG R OR W ONLY TOTAL	98%	15%

2. Comments

-Successful remedial English students persisted at 41% at the end of 4 semesters compared to 10% of nonsuccessful remedial English students.

-Successful remedial English reading and writing students persisted at a higher rate (50%) than those who took only remedial reading (37%) or remedial writing (28%).

-Students who were nonsuccessful at both reading and writing persisted at a lower rate at the end of 4 semesters (3%) than those who were unsuccessful at either reading or writing (18%, 6%, 22%, and 5%).

XV. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL NONREMEDIAL ENGLISH STUDENTS

A. Background

1. It is often assumed that the nonremedial student is the "best" student entering a college. It can be said that they do, as a group, have the best basic skills in English.

2. The old cliché is that "nothing succeeds like success".

3. Success in reading and/or writing is a very important factor in the persistence of nonremedial students.

B. Question

Do nonremedial English students who initially succeed in reading and/or writing persist at a higher rate than those who do not?

C. Results

TABLE 11

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL NONREMEDIAL ENGLISH STUDENTS

GRP	N	F82	N	F82%	S83	N	S83%	F83	N	F83%	S84	N	S84%
SUC NON REM R*													
SUC NON REM W	228	226	99	181	79	148	65	117	51				
SUC NON REM R&W**	10	10	100	8	80	6	60	6	60				
SUC NON REM TOT	238	236	99	189	79	154	65	123	52				
NON SUC NON REM R*													
NON SUC NON REM W	89	54	61	34	38	20	22	15	17				
NON SUC NON REM R&W**	3	2	67	3	100	1	33	1	33				
NON SUC NON REM W & SUC REM R	4	4	100	4	100	0	0	1	25				
NON SUC REM R & SUC NON REM W	1	1	100	1	100	1	100	1	100				
NON SUC NON REM R OR W TOTAL**	5	5	100	5	100	1	2	2	40				
NON SUC NON REM TOT	97	61	63	42	43	22	23	18	19				

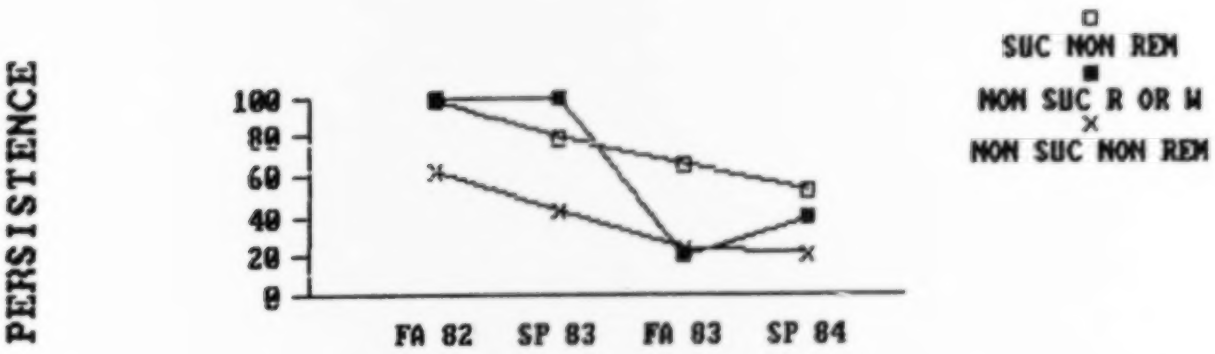
* No nonremedial reading courses were offered

** The nonremedial writing students took a remedial reading course

GRAPH 11

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL

NONREMEDIAL ENGLISH STUDENTS



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC NON REM ENG TOTAL	99%	52%
NON SUC NON REM ENG TOTAL	63%	19%

2. Comments

-As with remedial and nonremedial ESL and remedial English groups, successful nonremedial English students completed their first semester at a higher rate (99%) than those who were nonsuccessful (63%).

-At the end of 4 semesters the successful nonremedial English students persisted at a higher rate (52%) than those who were not successful (19%).

-Those successful nonremedial English students who took both reading and writing persisted at a slightly higher rate (60%) than those who took writing only (51%).

It is interesting to note that those who failed both reading and writing persisted at a higher rate at the end of 4 semesters (33%, N=3) than those who failed writing only (17%).

XVI. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS

A. Background

Remedial students typically enter college with many other handicaps in addition to lack of basic skills, e.g., economic disadvantages, transportation difficulties, limited exposure to English spoken frequently and correctly. This is especially true of the students for whom English is a second language.

Poor previous school performance is not uncommon. Lack of previous successes is often assumed to result in a lack of self-confidence in relationship to school performance.

With this assumed initial lack of self-confidence, does an additional experience of nonsuccess in an initial English course have greater impact on remedial students than nonremedial students who are assumed to be somewhat more self-assured?

B. Question

Do nonremedial English students persist at a higher rate than remedial English students after an initial nonsuccessful experience in an English course?

C. Results

TABLE 12

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL

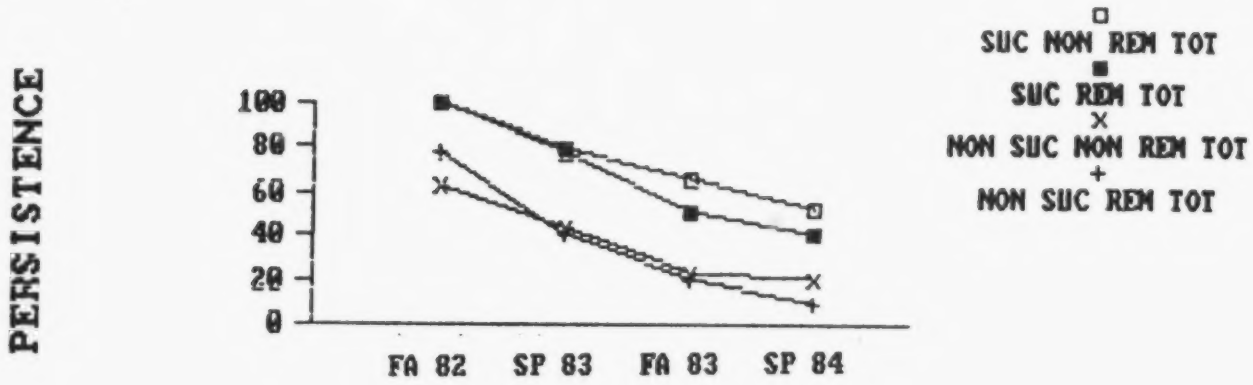
REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS

GRP	N	F82 N	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
SUC REM TOTAL	199	198	99	153	77	101	51	81	41
NON SUC REM TOTAL	136	105	77	54	40	26	19	14	10
SUC NON REM TOTAL	238	236	99	189	79	154	65	123	52
NON SUC NON REM TOTAL	97	61	63	42	43	22	23	18	19

GRAPH 12

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL

REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS



D. Discussion

1. 1st and 4th semester persistence data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC NON REM ENG TOTAL	99%	52%
SUC REM ENG TOTAL	99%	41%
NON SUC NON REM ENG TOTAL	63%	19%
NON SUC REM ENG TOTAL	77%	10%

2. Comments

-Successful nonremedial students persisted at a rate of 52% at the end of 4 semesters; successful remedial students persisted at a slightly lower rate, 41%.

-Whether remedial or nonremedial, students with nonsuccessful experiences persisted at low rates at the end of 4 semesters (10% and 19%) compared to successful remedial and nonremedial students (41% and 52%).

-At 10%, remedial students fare less well with nonsuccess at the end of 4 semesters than nonremedial students (19%).

XVII. PERSISTENCE BY SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ENGLISH AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ESL OR ENGLISH COURSE

A. Background

1. The persistence rates of successful and nonsuccessful remedial and nonremedial English students have been presented.

2. Some students qualified for English courses and did not take a reading or writing course within two semesters of initial enrollment.

3. Many students came to EVC and did not take a placement test or ESL or English reading and/or writing course(s). These were students who may have taken limited units, especially in areas not requiring prerequisites. They may have also had a very focused goal, such as word processing, real estate, or computer programming.

B. Questions

Did students who qualified for but did not take English persist at a different rate than those who took an initial English course?

As an additional comparison, how did these groups compare with those who did not take a placement test or an ESL or English reading or writing course?

C. Results

TABLE 13

PERSISTENCE RATES OF SUCCESSFUL AND NONSUCCESSFUL REMEDIAL AND NONREMEDIAL ENGLISH STUDENTS COMPARED WITH THOSE WHO QUALIFIED FOR BUT DID NOT TAKE ENGLISH AND WITH THOSE WHO TOOK NO PLACEMENT TEST AND NO ESL OR ENGLISH COURSE

GRP	N	F82 N	F82%	S83 N	S83%	F83 N	F83%	S84 N	S84%
SUC REM TOTAL	199	198	99	153	77	101	51	81	41
NON SUC REM TOTAL	136	105	77	54	40	26	19	14	10
SUC NON REM TOTAL	238	236	99	189	79	154	65	123	52
NON SUC NON REM TOTAL	97	61	63	42	43	22	23	18	19
QUAL NO TAKE ENG	208	122	59	66	32	49	24	33	16
ENG TOTAL	878	722	82	504	57	352	40	269	31
NO TEST NO TAKE	201	122	61	51	25	32	16	22	11

D. Discussion

1. 1st and 4th semester persistance data

	PERSISTENCE	
	1ST SEM	4TH SEM
SUC REM ENG TOTAL	99%	41%
NON SUC REM ENG TOTAL	77%	10%
SUC NON REM ENG TOTAL	99%	52%
NON SUC NON REM ENG TOTAL	63%	19%
QUAL NO TAKE ENG	59%	16%
NO TEST, NO TAKE	61%	11%

2. Comments

-Nonsuccessful remedial and nonremedial English students persisted at 10% and 19% at the end of 4 semesters.

-They fared about the same as those who qualified for but did not take an English or ESL course (16%), and those who did not take a test or an ESL or English course (11%).

-It appeared that a student who qualified for remedial English and did not take an English course was better off (16% persistence rate) than one who took a remedial course and did not succeed (10% persistence rate).

XVIII. PERSISTENCE BY ALL GROUPS

A. Background

1. The persistence rates of subgroups in the study have been presented in various comparisons.

2. Looking at all groups at one time provided insights into factors relating to persistence in ESL and English.

   To provide the most meaningful comparisons the following process was used:

   a. Groups with an N fewer than 10 were excluded from the overall view.

   b. The remaining groups were ranked from high to low based on 4th semester persistence.

   c. Those groups who persisted at a rate of 25% or higher were labeled the "high" group; those lower were labeled the "low" group.

   d. Two comparison groups were listed: (1) The groups who qualified for but did not take English and (2) those who did not take a placement test or English or ESL reading or writing courses.

B. Question

What patterns emerged among the 1st and 4th semester persistence rates of all groups with an N of 10 or higher?

C. Results

TABLE 14

PERSISTENCE RATES OF GROUPS WITH AN N OF MORE THAN

10 RANKED FROM HIGH TO LOW ACCORDING TO 4TH SEMESTER PERSISTENCE

HIGH GROUPS	TABLES	GROUP N	1ST S N	1ST S %	4TH S N	4TH S %
ESL S REM W	6	13	12	92	9	69
ESL S REM R&W	6	75	74	99	46	61
ESL S NON REM W	7	17	17	100	9	53
ENGL S NON REM W	11	228	226	99	117	51
ENGL S REM R&W	10	108	107	99	54	50
ENGL S REM R	10	19	19	100	7	37
ESL U NON REM W	7	11	11	100	4	36
ENGL S REM W	10	72	72	100	20	28
LOW GROUPS						
ENGL U REM W & S REM R	10	27	26	96	6	22
ESL U REM R&W	6	16	11	69	3	19
ENGL U REM R	10	22	13	59	4	18
ENGL U NON REM W	11	89	54	61	15	17
ESL U REM W	6	12	6	50	2	17
ESL U REM W & S REM R	6	11	11	100	1	9
ENGL U REM W	10	35	21	60	2	6
ENGL U REM R & S REM W	10	21	21	100	1	5
ENGL U REM R&W	10	31	24	77	1	3
COMPARISON GROUPS						
ENGL QUAL NO TAKE	1,5,13	208	122	59	33	16
NO TEST NO TAKE ESL OR ENGL	1,4,5,9,	201	122	61	22	11

1ST S = First Semester
4TH S = Fourth Semester
ENGL = English
ESL = English as a Second Language
N = Number
% = Percent
NON REM = Non Remedial
R = Reading
R&W = Reading and Writing
REM = Remedial
S = Successful
U = Nonsuccessful
W = Writing

D. Discussion and summary of major findings

Eight major findings emerged from this study:

1. Success in reading and/or writing was one of the most significant factors related to 4th semester persistence rates.

   Seven of the 8 "high" persisting groups (88%) had initial successful experiences in reading and/or writing in ESL or English. Persistence rates ranged from 28%-69%.

   Only one group in the "high" group had an initial nonsuccessful experience. It was an ESL group that had an initial nonsuccessful writing experience and persisted at 36%.

2. Students who successfully completed both English reading and writing tended to persist at greater rates than those who took reading or writing only.

   Students who successfully completed English remedial reading and nonremedial writing persisted at a rate of 60%. Students who successfully completed English nonremedial writing had a persistence rate of 51% (shown on Table 11).

   Students who successfully completed English remedial reading and writing persisted at a rate of 50%, English remedial reading at 37%, and English remedial writing at 28% (shown on Table 10).

   Interestingly, this pattern did not repeat itself with ESL remedial students. Those who successfully completed remedial reading and writing persisted at a rate of 61%, ESL remedial writing, 69%, and ESL remedial reading, 100%. However, the number of students in the reading group was only 5, and only 13 were in the writing group (see Table 6).

   There is some indication that the pattern held for ESL nonremedial students. Those who successfully completed ESL remedial reading and nonremedial writing persisted at a rate of 80% and ESL nonremedial writing at 53%. Again, the number of students in each group was small, reading and writing 5 and reading 17 (see Table 7).

3. Remedial students persisted as well as successful nonremedial groups when accompanied by success or by high support for educational goals.

   All successful English and ESL remedial groups with an N of 10 or more were included in the "high" group.

   Their persistence rates ranged from 28-69%, compared to 36%-53% for nonremedial groups.

   Successful English remedial students did not persist as well (41%) as successful English nonremedial students (52%), however (shown in Table 12).

Successful ESL remedial students actually persisted at a higher rate (65%) than the successful ESL nonremedial students (59%) (shown on Table 8).

4. A high degree of personal/cultural support for educational goals was related to success.

Ninety-one percent (91%) of the ESL students had Asian surnames. 12% of the English students had Asian surnames. Although data based on surnames is often suspect, the groups entering the EVC ESL program were typically new arrivals into the country and intermarriage was not extensive at that time.

The Asian students at EVC came with high motivation to obtain an education and had considerable personal/cultural support for educational goals.

This generalization would be consistent with the high persistence rates of the ESL students in this study. Data from Table 1 indicated that ESL students in the study persisted at a rate of 49% at the end of 4 semesters compared with a 31% rate for English students.

The top three groups were ESL groups persisting at 53%-69%. Three English groups came next, persisting at 37%-51%.

The one nonsuccessful group in the "high" group was an ESL nonremedial writing group with a persistence rate of 36%. It was the one group that overcame nonsuccess and had a high percentage of persisters at the end of 4 semesters.

The highest nonsuccessful English group persisted at a rate of 22%. This group was unsuccessful at remedial writing and successful at remedial reading.

The three lowest groups were nonsuccessful English groups with persistence rates of 3%-6%. The persistence rate of the three nonsuccessful ESL groups above these ranged from 9%-17%.

Data from the EVC Puente Project provided dramatic evidence that students who were given broad community support for educational goals performed at far higher rates than those students who did not have such support. Puente students were provided with an English instructor role model, a counselor role model, a mentor role model(s) from the community, and personal support for educational goals.

Puente students:

> "...were twice as likely to complete English 330 than other Hispanic students enrolled in English 330 (89% : 46%).
>
> "...completed English 1A at a rate nine times higher than their counterparts (70% : 8%).
>
> "...were 3 times as likely to remain enrolled in Evergreen Valley College (53% : 17%).

"...completed English 1B at a rate 14 times greater (14% : 1%)."

5. Nonsuccess was one of the most significant factors related to low persistence.

Eleven of the 11 "low" persisting groups (100%) had initial nonsuccessful experiences. Persistence rates ranged from 3% to 22%.

Even a single nonsuccessful experience coupled with a successful experience was related to low persistence.

Three of the "low" groups took both reading and writing and did not pass one or the other of their initial reading and writing courses. They persisted at 5%, 9%, and 22%.

Remedial ESL students (shown on Table 6) who failed at either reading or writing persisted at 19%, the same as those who failed both remedial reading and writing (19%). One failure had the same impact as two.

English students who did not succeed at remedial writing but did succeed at remedial reading persisted at 22%. Those English students who did not succeed at remedial reading but did succeed at remedial writing persisted at 5%. Those English students who were not successful at remedial reading and writing persisted at 3%.

6. Nonsuccess has more impact on remedial than nonremedial students.

Nonsuccessful nonremedial ESL students persisted at 40%; nonsuccessful remedial ESL students at 18% (shown on Table 8).

Nonsuccessful nonremedial English students persisted at 19%; nonsuccessful remedial English students at 10% (shown on Table 12).

Nonsuccess did not appear to impact ESL students as much as it did English students in either the remedial or nonremedial categories.

7. Those who qualified for, but did not take, ESL or English courses did not persist as well at the end of four semesters as those who qualified for and took English or ESL courses.

Those who qualified for English but did not take English reading or writing persisted at a rate of 16% at the end of 4 semesters (see Table 1).

Only nonsuccessful English remedial students persisted at a lower rate (3%-6%) than those who qualified for English and did not take reading and/or writing courses (16%).

It was better to not take an English remedial course (16%) than to take it and not succeed (10%, Remedial Total, Table 10).

Those who qualified for ESL but did not take ESL reading or writing persisted at a rate of 33% (N = 6) at the end of 4 semesters (see Table 1).

8. Students who took no placement test and no ESL or English reading or writing courses persisted at one of the lowest rates of all the groups in the study.

   Students who took no test and no ESL or English courses persisted at a rate of 11% after four semesters. Only four nonsuccessful ESL and English remedial groups persisted at lower rates (3%-9%).

   These students might have been a group with specific educational goals that could often be accomplished in a semester or two and who would not be expected to persist.

E. Implications for Action

1. Inasmuch as success is the most significant variable associated with persistence, every effort should be made to insure the success of students in their initial basic skills courses.

   An extra special effort should be made to insure success among remedial students because it appears that nonsuccess in this group is devastating.

   Because the largest concentrations of low income, educationally disadvantaged, and ethnic minorities are found in the district's remedial groups, the single greatest opportunity to provide effective social action and a "last chance for education" lies in relating to this group of students.

2. The hiring of instructors for remedial instruction is of critical importance. They need to have a missionary zeal for insuring the success of their students. They need to know how to provide personal support for educational goals and how to prevent failure.

   A concerted, focused effort is needed to insure successful experiences for remedial students without compromising academic standards. This is difficult to do without fulltime professional staff dedicated to remedial education.

3. Inasmuch as ESL students persist at very high rates compared to other groups in the study, very careful thought should be given before shifting this successful group to adult education.

4. It could be very productive to examine the variables that result in the consistently high persistence rates of the ESL students and to evaluate the possibility of the college providing some of the variables within its control to aid in the retention of other student groups. High family support for educational goals, perseverence, peer support in studying, high time on task outside the classroom, and consistent class attendence are all possible variables to explore. This information combined with the results of the EVC Puente Project should provide the elements for a model for retaining the basic skills student.

5. Well-conceived, remedial education will insure student success. It will also cost money. It will provide support for educational goals and the personal contact necessary to transmit that support. Implementing models that will guarantee success will make remedial education more costly than many other college courses. Yet, as an investment in social equality and equal opportunity, there are few critical arenas within community colleges in which there is such a dramatic impact from success or failure.

APPENDIX A

PERSISTENCE RATES FOR ALL GROUPS IN STUDY
RANKED FROM HIGH TO LOW ACCORDING TO 4TH SEMESTER PERSISTENCE

GROUP TITLE	TABLES	GRP N	1ST S N	1ST S %	4TH S N	4TH S %
ESL S REM R	6	5	5	100	5	100
ESL U REM R & S NON REM W	7	2	2	100	2	100
ENGL U REM R & S NON REM W	11	1	1	100	1	100
ESL REM R & NON REM W TOTAL	2	5	5	100	4	80
ESL S REM R & NON REM W	7	5	5	100	4	80
ESL S REM W	6	13	12	92	9	69
ESL S REM TOTAL	6,8,9	93	91	98	60	65
ESL S REM R&W	6	75	74	99	46	61
ENGL S REM R & NON REM W	11	10	10	100	6	60
ESL R TOTAL	1	10	9	90	6	60
ESL REM R TOTAL	2	10	9	90	6	60
ESL S NON REM TOTAL	7,8,9	22	22	100	13	59
ESL R&W TOTAL	1	96	90	94	53	55
ESL REM R&W TOTAL	2	91	85	93	49	54
ENGL REM R & NON REM W TOTAL	3	13	12	92	7	54
ESL S NON REM W	7	17	17	100	9	53
ENGL S NON REM TOTAL	11,12,13	238	236	99	123	52
ENGL S NON REM W	11	228	226	99	117	51
ESL NON REM TOTAL	2,4	37	37	100	19	51
ENGL S REM R&W	10	108	107	99	54	50
ESL REM R OR NON REM W TOTAL	2,7	4	4	100	2	50
ESL TOTAL	1,4,9	185	169	91	90	49
ESL REM TOTAL	2,4	142	128	90	69	49
ESL NON REM W TOTAL	2	28	28	100	13	46
ESL W TOTAL	1	53	46	87	24	45
ESL REM W TOTAL	2	25	18	72	11	44
ENGL NON REM TOTAL	3,5	335	297	89	141	42
ENGL NON REM W TOTAL	3	317	280	88	132	42
ENGL S REM TOTAL	10,12,13	199	198	99	81	41
ENGL R&W TOTAL	1	152	143	94	62	41
ENGL REM R&W TOTAL	3	139	131	94	55	40
ESL U NON REM TOTAL	7,8,9	15	15	100	6	40
ENGL REM R OR NON REM W TOTA	3,11	5	5	100	2	40
ESL U REM R & S REM W	6	5	5	100	2	40
ENGL S REM R	10	19	19	100	7	37
ENGL W TOTAL	1	424	373	88	154	36
ESL U NON REM W	7	11	11	100	4	36
ESL QUAL NO TAKE	1,4,9	6	4	67	2	33
ENGL U REM R & NON REM W	11	3	2	67	1	33
ENGL TOTAL	1,5,13	878	722	82	269	31
ENGL REM TOTAL	3,5	335	303	90	95	28
ENGL S REM W	10	72	72	100	20	28
ENGL R TOTAL	1	41	32	78	11	27
TOTAL SAMPLE	1	1264	1013	80	381	30

GROUP TITLE	TABLES	GRP N	1ST S N	1ST S %	4TH S N	4TH S %
ENGL REM R TOTAL	3	41	32	78	11	27
ESL R OR W TOTAL	1	20	20	100	5	25
ENGL U NON REM W & S REM R	11	4	4	100	1	25
ENGL U REM W & S REM R	10	27	26	96	6	22
ENGL REM W TOTAL	3	107	93	87	22	21
ESL U REM R	6	5	4	80	1	20
ENGL U NON REM TOTAL	11,12,13	97	61	63	18	19
ESL REM R OR W TOTAL	2,6	16	16	100	3	19
ESL U REM R&W	6	16	11	69	3	19
ESL U REM TOTAL	6,8,9	49	37	76	9	18
ENGL U REM R	10	22	13	59	4	18
ENGL U NON REM W	11	89	54	61	15	17
ENGL R OR W TOTAL	1	53	52	98	9	17
ESL U REM W	6	12	6	50	2	17
ENGL QUAL NO TAKE	1,5,13	208	122	59	33	16
ENGL REM R OR W TOTAL	3,10	48	47	98	7	15
NO TEST NO TAKE ENGL OR ESL	1,4,5,9,13	201	122	61	22	11
ENGL U REM TOTAL	10,12,13	136	105	77	14	10
ESL U REM W & S REM R	6	11	11	100	1	9
ENGL U REM W	10	35	21	60	2	6
ENGL U REM R & S REM W	10	21	21	100	1	5
ENGL U REM R&W	10	31	24	77	1	3
ESL U NON REM W & S REM R	7	2	2	100	0	0

1ST S = First Semester
4TH S = Fourth Semester
ENGL = English
ESL = English as a Second Language
N = Number
NON REM = Non Remedial
R = Reading
R&W = Reading and Writing
REM = Remedial
S = Successful
U = Nonsuccessful
W = Writing
% = Percent

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